

Online Course Template

Use the template below for your online course. The boxes will expand as you type.

1. Needs Assessment

Define the instructional or professional development problem. This can be accomplished through a needs assessment. When conducting a needs assessment, you can utilize test data, classroom/workplace performances, observations, surveys, and other documentation that will inform you of the actual problem.

Designing for Classroom Use

If you are creating your course for classroom use with students, use the following guide.

1. Use sources to determine area of students' needs:

- TAKS scores
- District benchmarks
- Classroom performance
- Other relevant data sources

2. What did the data tell you about your students as a whole?

3. What data did you use?

4. What Texas Essential Knowledge and Skills will be your focus?

Resources:

[NCLB Comprehensive Needs Assessment](#)
[No Schools Left Behind](#)

Designing for colleague use

If you are creating your course for professional development for faculty/employees, please use the following guide.

1. Use sources to determine area of faculty needs:

- Use the 21st Century Schools [Professional Development Needs Survey and Scoring Tool to determine area of faculty needs](#)

After a review of student data at South Houston Elementary School, it was noted that the school has a 97% Hispanic population. A majority of those students come from homes in which Spanish is the primary (or only) language spoken. Students are exposed to Spanish from birth until they start pre-kindergarten. In school, they are placed into a bilingual classroom where they are exposed to English for the first time. At that time, many students may experience one or more “bilingual phenomena.” By the time the students are in the first grade, the teachers

begin to notice language behaviors that are typical of the phenomena. A majority of bilingual teachers polled (8 out of 9, to be exact) believe that these behaviors are indicative of a language impairment when in fact they are behaviors indicative of learning a second language. According to the book Bilingual Phenomenon, by Doreen Gonzalez, if a behavior can be characterized as a bilingual phenomenon, then it is a language difference and therefore not a disorder. Because of the common misconception about what is actually happening, providing professional development addressing these concerns would be beneficial to the teachers of South Houston Elementary, especially the pre-k through second grade teachers. According to the No Child Left Behind Comprehensive Needs Assessment guideline, considering demographic data and teacher qualifications are essential elements of a successful school. The No School Left behind document reiterated the importance of understanding demographics and the importance of identifying how students perceive learning environment. Providing professional development regarding Bilingual Phenomenon would increase teacher sensitivity to this issue.

The standards that address the need are on the Texas Education Agency website (<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>) under the English Language Proficiency Standards. All English Language Learners are expected to meet a certain level of proficiency in reading, writing, speaking, and listening. All of the teachers polled are familiar with these standards. Providing a professional development opportunity addressing how bilingual phenomena may affect the English Language Learners proficiency in English will help the teachers understand why some of their students are may not be performing as well as expected.

Texas Distance Learning Association (www.txdla.org) HR Survey. Please find this survey under Resources

2. What did the data tell you about faculty/employee needs?

After reviewing the data and talking to the bilingual teachers of South Houston Elementary School, it is obvious that the faculty needs professional development on what bilingual phenomena are and on how the phenomena can affect student performance.

3. What NSDC standard will be your focus?

The focus of this professional development session will be on Quality Teaching (Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.)

National Staff Development Council (NSDC) [Standards](#)
[Guskey's Five Levels of Evaluating Professional Development](#)
[E-Lead Evaluating Professional Development](#)

2. Desired Results

Stephen Covey describes this part of the design process as ***“to begin with the end in mind to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.”*** In this step, you will use your needs assessment to determine the learner outcomes, use your standards to determine what students/teachers/faculty need to know, and be able to do and develop your essential questions that will guide your assessments and activities.

Unpacking the standard

Based on your needs assessment and selection of the standard (TEKS or NSDC) that will address the problem, identify what the students/teachers/employees need to know and be able to do.

****See Unpacking the Standards ppt in Resources*****

The teachers will need to develop a deeper understanding of the content knowledge related to bilingual phenomena and how they affect student performance. This deeper knowledge and hopefully understanding will help facilitate student success for English Language Learners.

Describe your desired results:

- Enduring understanding(s): “Big ideas” or the important understandings that we want students/teachers/employees to remember for life or beyond the classroom/workplace
- Essential question(s): What questions guide your teaching and engaging students/teachers/employees?
- Knowledge and skills: What do students/teachers/employees need to know (existing knowledge, new knowledge) and be able to do to ensure understanding of the content?

Enduring Understanding:

Teachers should leave the professional development with the knowledge that bilingual phenomena exist and have the potential to affect student performance. Bilingual Phenomena can affect all English Language Learners and depending on the nature of the difference, the phenomena can affect the bilingual person through adulthood. It is essential to address the weakness early in the child’s education to minimize the lasting effects of the bilingual phenomenon.

Essential Questions:

1. What is a difference versus a disorder?
2. Why is a difference not considered a disorder?
3. Have you seen any of the bilingual phenomena manifest in your students? How? What are they doing?

Knowledge and Skills:

The teachers should have prior knowledge of the second language being discussed (Spanish) and knowledge of possible differences and similarities between English and Spanish. The teachers do not necessarily have to be fluent in Spanish to understand language differences in

students versus a language disorder. They should also be familiar with what constitutes a language disorder.

Resources

[Essential Questions](#)

Unpacking the Standards (Found in Resources)

Chapters 1-4 ***Understanding by Design*** (Found in Lamar Library)

3. Evidence of Understanding

What is evidence of in-depth understanding? Where should we look and what should we look for in determining understanding? Checking for understanding requires more than one assessment type. It requires ongoing formative and informal assessment to achieve understanding.

According to Wiggins and McTighe, there is a difference between thinking like an assessor and thinking like an activity designer. Activity designers easily and unconsciously move from identifying the needs and essential questions to designing the learning activities without asking about the evidence that we need to assess for the desired knowledge and skills. In this step, you will create a rubric to determine understanding prior to developing learning activities.

This step utilizes Wiggins and McTighe's six facets of understanding. In this step, you will determine what you will design to determine if students/teachers/employees have reached the required level of understanding.

Rubric

Develop a rubric that will be used to determine evidence of understanding. Use the Analytic Rubric for Understanding on pages 76-77 in *Understanding by Design* as a guide (Rubric is also located in Resources). Evidence of understanding should include performance-based and authentic assessments as well as formative and summative.

	Explanation	Interpretation	Application	Perspective	Empathy	Self-Knowledge
Exceeds	Provides a complex and responsible explanation of bilingual phenomena and demonstrate the ability to justify the explanation and give personal examples.	Provides a meaningful and purposeful account of why bilingual phenomena are important and how using this information will help in appropriately identifying students with language disorders.	Uses knowledge to identify bilingual phenomena given many different real-life situations.	Explains bilingual versus monolingual perspective in evaluating students who may be exhibiting bilingual phenomena, states bias of bilingual versus monolingual perspective and explains why it is important to know both.	Imagine you are a bilingual student exhibiting one or more bilingual phenomena speaking to a monolingual teacher. Write a thorough description of how you felt talking to that teacher and describe the teacher's reaction to you in a thorough manner.	Summarize what you learned from the professional development. Include how your views have changed; any bias you hold that can affect your ability to make decisions regarding bilingual phenomena accurately; and how this information can be used in the classroom.
Proficient	Provides a complex and responsible explanation of bilingual phenomena and demonstrate the ability to justify explanation.	Provides a meaningful and purposeful overview of why bilingual phenomena are important.	Uses knowledge to identify bilingual phenomena few key situations.	Explains bilingual versus monolingual perspectives in evaluating students who may be exhibiting bilingual phenomena, explains why it is important to be aware of these perspectives.	Imagine you are a bilingual student exhibiting one or more bilingual phenomena speaking to a monolingual teacher. Write a brief explanation of how you felt talking to that teacher and briefly describe the teacher's reaction to you.	Summarize what you learned from the professional development. Include how your views have changed and any bias you hold that can affect your ability to make decisions regarding bilingual phenomena accurately.
Needs Improvement	Provides an incomplete explanation of bilingual	Provides a general but thorough overview of why	Uses knowledge to identify bilingual when given basic	Basic explanation of monolingual with bilingual perspectives	Imagine you are a bilingual student exhibiting one or more bilingual phenomena	Summarizes what was learned in the professional development with

	phenomena with limited justification.	bilingual phenomena are important	familiar contexts.		speaking to a monolingual teacher. Write an incomplete explanation of how you felt while talking to a monolingual teacher and the teacher's reactions.	limited explanation of how view may have changed and little or no mention of personal bias.
Unsatisfactory	Provides a list of bilingual phenomena and no in depth explanation	Provides a basic overview of why bilingual phenomena are important	Uses knowledge to identify bilingual phenomena in basic contexts with support from others.	Inaccurate explanation of monolingual and/or bilingual perspective, does not state why both are important.	Imagine you are a bilingual student exhibiting one or more bilingual phenomena speaking to a monolingual teacher. When writing an explanation of how you felt when talking to the teacher, input personal feelings rather than how a student would feel with no description of teacher's reaction.	Incomplete summary of professional development, no mention of how views may have changed.

Resources:

Chapters 5 and 6 *Understanding by Design*

Analytic Rubric for Understanding (Found in Resource section)

4. Learning Activities and Teaching

Develop the learning activities and teaching that will promote student/teacher/faculty understanding, interest, and excellence. While developing the learning activities, you will be required to include how technology (including assistive technology) will be integrated into your activities.

Use these guiding questions as you begin to develop your activities:

- How do the activities account for prerequisite or enabling skills required?
- Identify ways in which the instruction is designed to reach every student?
- Identify ways the activities provide opportunities to gather evidence from “work-in-progress.”
- How do the activities provide students an opportunity to “put it all together” (to see the big picture)?
- Do the activities provide students an opportunity to work with significant ideas and relationships that are included in the standards?
- Do the activities provide students an opportunity to construct their own knowledge?
- Do the activities stimulate higher order thinking and discussion?
- What technology is being integrated into the activities to meet the needs of all students? (Assistive technology)
- What will be the hook to ENGAGE students?
- What will the students be doing to learn? (EXPLORE)
- What instructional strategies will be used to teach this lesson? (ELABORATE)
- What level of learning will be taking place?
 - Recall, Comprehension, Application, Analysis, Synthesis, Evaluation
- What activity will EXTEND student learning?

Activities:

Hook activity:

Ask the teachers to take a second and try to remember previous students from sometime within the past three years who they “knew” just needed speech therapy. Have teachers consider why they felt this way and what the student was having difficulty with. Have the teachers discuss it with their groups for a moment. Then present a common everyday scenario involving an interaction between a student and a teacher. The teachers should work independently for approximately 5-10 minutes to write a description of the problematic behaviors the student is exhibiting and provide an explanation of why the student is exhibiting these behaviors. (This activity will be completed again at the end of the training to give the teachers the opportunity to evaluate their own learning and new knowledge). In addition, the teachers will provide a summative written report of what they learned and why it is important for students.

Activities:

- Mini vignettes will be presented on the Promethean Board. The teachers will be asked to work in groups to match the problematic language behavior being presented to a

bilingual phenomenon. Each group will have to provide an answer and explain why they chose their answer.

- Group activity- each member of the group will be asked to think of a time when a real student may have been experiencing a bilingual phenomenon. A specific description of the behavior exhibited by the student must be provided as well as an explanation of which phenomenon the student may have been exhibiting and why you believe what you believe. The group will agree or disagree and discuss why.
- The teachers will listen to a digital recording of a student having a conversation with a teacher. The teachers will work independently to determine if the student is exhibiting a bilingual phenomenon or a potential language disorder. The teacher should provide an explanation for his/her answer. If it is a bilingual phenomenon, which one and why? If it is not a bilingual phenomenon, why not?
- Discuss the difference between the bilingual and the monolingual perspective when it comes to viewing the abilities of students. Make a list of pros and cons for each perspective. Why is knowing this information important? What biases may arise when discussing each perspective?
- Expanded activity:
-Consider students in your class who are having difficulty with language, does that student really need to be referred for speech therapy? Why or why not?

Resources:

Chapters 7-11 *Understanding by Design*

Assistive Technology

Universal Design for Learning